

Methodology for Calculation Revised AMOs

To establish revised AMOs under Virginia’s ESEA flexibility plan, all schools in the state were rank ordered based on the percent of students that passed the assessment. Then, the number of students with an assessment record in each school was recorded. The pass rate of the school at the 20th percentile of total number of students with assessment records for the state represents the starting point for calculating the AMOs. The pass rate of the school at the 90th percentile of the state’s total number of students with assessment records represents the ending point for calculating the AMOs. The difference in the pass rate for the school at the 20th percentile and the school at the 90th percentile is calculated and then divided in half to determine the percentage points by which the failure rate must be reduced. This percentage point difference is then divided by six to determine the needed annual increases in the pass rates so that the required reduction in the failure rate may be met. This process is repeated to establish separate AMOs in reading and mathematics for all students, the three proficiency gap groups, and the other individual subgroups. The data below were used in calculating the revised AMOs.

REVISED READING AMO TARGETS*

									Accountability Year (Assessment Year)					
Subgroup	Enrollment†	20 th Percentile of Enrollment	90 th Percentile of Enrollment	Pass Rate of the School at 20 th Percentile of Enrollment	Pass Rate of the School at 90 th Percentile of Enrollment	Point Difference Between 20 th and 90 th Percentile	1/2 of the Point Difference	Annual AMO Increase	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018
									(2011- 2012)	(2012- 2013)	(2013- 2014)	(2014- 2015)	(2015- 2016)	(2016- 2017)
All Students	649,954	129,991	584,959	84	97	13	6.5	1.08	85	Reading AMO targets for accountability years 2013-2014 through 2017-2018 will be calculated based on results from the revised reading assessments administered in school year 2012-2013.				
Gap Group 1 (Combined)	300,330	60,066	270,297	75	91	16	8	1.33	76					
Gap Group 2 (Black)	156,434	31,287	140,791	74	92	18	9	1.50	76					
Gap Group 3 (Hispanic)	70,153	14,031	63,138	78	96	18	9	1.50	80					
Students with Disabilities	85,170	17,034	76,653	56	91	35	17.5	2.92	59					
English Language Learners	54,236	10,847	48,812	74	93	19	9.5	1.58	76					
Economically Disadvantaged	243,145	48,629	218,831	75	91	16	8	1.33	76					
Asian	37,967	7,593	34,170	91	100	9	4.5	0.75	92					
White	355,786	71,157	320,207	89	98	9	4.5	0.75	90					

* AMO targets are rounded to the nearest whole figure, which results in slightly differing increments over the six year period.

† Enrollment is represented by the number of students with assessment records in this content area.

REVISED MATHEMATICS AMO TARGETS*

									Accountability Year (Assessment Year)					
Subgroup	Enrollment†	20 th Percentile of Enrollment	90 th Percentile of Enrollment	Pass Rate of the School at 20 th Percentile of Enrollment	Pass Rate of the School at 90 th Percentile of Enrollment	Point Difference Between 20 th and 90 th Percentile	1/2 of the Point Difference	Annual AMO Increase	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018
									(2011- 2012)	(2012- 2013)	(2013- 2014)	(2014- 2015)	(2015- 2016)	(2016- 2017)
All Students	782,420	156,484	704,178	59	86	27	13.5	2.25	61	64	66	68	70	73
Gap Group 1 (Combined)	355,947	71,189	320,352	45	71	26	13	2.17	47	49	52	54	56	58
Gap Group 2 (Black)	185,519	37,104	166,967	43	70	27	13.5	2.25	45	48	50	52	54	57
Gap Group 3 (Hispanic)	90,253	18,051	81,228	50	79	29	14.5	2.42	52	55	57	60	62	65
Students with Disabilities	99,036	19,807	89,132	30	67	37	18.5	3.08	33	36	39	42	45	49
English Language Learners	47,098	9,420	42,388	36	72	36	18	3.00	39	42	45	48	51	54
Economically Disadvantaged	296,599	59,320	266,939	45	72	27	13.5	2.25	47	50	52	54	56	59
Asian	47,342	9,468	42,608	80	98	18	9	1.50	82	83	85	86	88	89
White	422,398	84,480	380,158	66	90	24	12	2.00	68	70	72	74	76	78

* AMO targets are rounded to the nearest whole figure, which results in slightly differing increments over the six year period.

† Enrollment is represented by the number of students with assessment records in this content area.